Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

**Materials and Directions:**

*This formative assessment is intended to assess students’ ability to count combinations of coins.*

1. Prepare cups of various coins.
2. Give each child a cup of coins and instruct them empty the coins in their cup. (Differentiation #1: Hundred charts can be made available as a tool. Differentiation #2: Have students arrange coins from greatest to least)
3. Students figure out how much money is in the cup altogether.
4. Using pictures, numbers, or words students record the type of coins and the total value.
5. Take a few moments to focus on each child. Ask them what type of coins they are counting. Listen to students as they are counting the coins.
6. When a student finishes with one cup, they should have the opportunity to count another cup of coins.

**Extension:**

Add dollar bills to the cups.

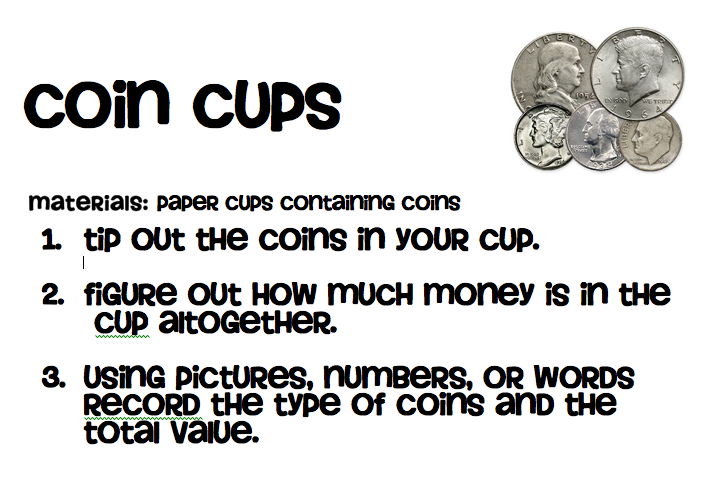
**Considerations:**

Are they able to correctly identify the type of coin they are counting?

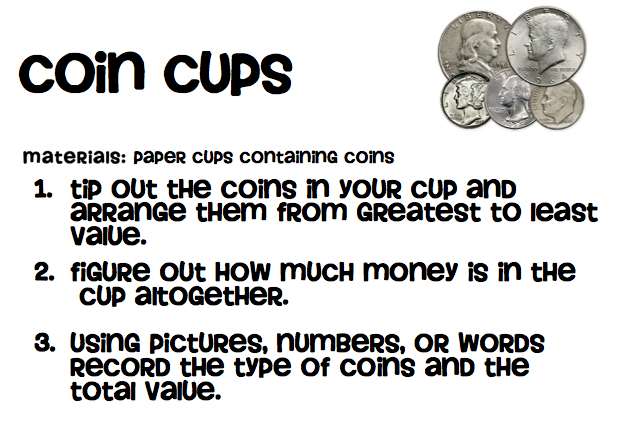
Do students skip count correctly?

Does the student need to arrange coins in a certain way to count them correctly?





modified task card:



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| Teacher notes:  Count money by combinations of coins and bills through 5 dollars.  Students who demonstrate mastery can easily identify both sides of coins/dollar bills and can apply skills such as skip counting to help them find the total amount of money.  Some students may think that bigger coins are worth more (i.e. they may think the penny is a dime and worth 10 cents).  Some students may count one for each coin, so instead of writing $2.48, they may write $2.07 or $2.7.  Students who demonstrate partial mastery may forget to use money notation; instead of writing $2.48 they may write 248. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |